



Peoria Unified School District

Every Student, Every Day, Prepared to Meet Tomorrow



Collaborative

On-Going
Less Subjective
Data-Driven
Two-Way Conversation
Teacher Evaluation Process
Reflective
Student Performance
Improvement Tool
Rubric

Peoria Unified School District

2012 - 2013

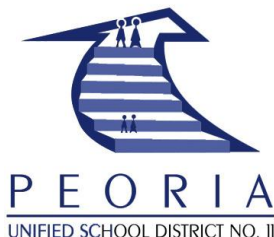


EVALUATION OVERVIEW PLAN

Non-Continuing Teacher	
Teacher Responsibility	Administrator Responsibility
First Semester	
<ul style="list-style-type: none"> Goals - Develop non-negotiable goal for instruction, student achievement and PUSD outcomes 	<ul style="list-style-type: none"> A minimum of 2 classroom observations (to include a minimum of 1 scheduled observation at least 50 minutes and a pre observation conference) Post observation conference Evaluation – Teacher Evaluation Instrument
All items are to be completed prior to December 1.	
Second Semester	
<ul style="list-style-type: none"> Completed teacher self-assessment/goal document is due to evaluator prior to the post observation conference. 	<ul style="list-style-type: none"> A minimum of 2 classroom observations (to include a minimum of 1 scheduled observation at least 50 minutes and a pre observation conference) Post observation conference Evaluation – Teacher Evaluation Instrument
All teacher evaluations and supporting documentation is due in Human Resource by May 30, 2012.	
Continuing Teacher	
<ul style="list-style-type: none"> Goals – Develop non-negotiable goal for instruction, student achievement and PUSD outcomes. Completed teacher self-assessment/goal document is due to evaluator by May 18, 2012. 	<ul style="list-style-type: none"> A minimum of 80 minutes of observation A minimum of 2 observations A mid-year conference to collect evidence on Domains 1 and 4 – must be held on or before February 1st Complete post observation conference by May 18, 2012 Evaluation – Teacher Evaluation Instrument

A Continuing Teacher would also be expected to have at least one formal observation if that teacher transfers to another school, transfers to another grade level or subject areas or at the discretion of the campus administrator/evaluator.

All teacher evaluations and supporting documentation is due in Human Resource by May 30, 2012.



Teacher Self-Assessment and Goals - 2011-2012

Name:	Assignment:
School/Site:	Date:
Signature:	

The Self-Assessment is due to your evaluator no later than August 25, 2011.

The goals are due to your evaluator no later than October 1, 2011.

Please make sure to keep a copy of all documents for yourself.

One part of a thorough evaluation is a reflection on one's own performance as a teacher. This self-evaluation is designed to help you think about your strengths and areas for improvement so you can make the best decisions to help students be successful, both academically and socially.

Consider your teaching practice, and for each component of professional practice, determine the level of performance that best reflects your own assessment. Circle or highlight the appropriate descriptors; the performance levels you select will serve as your personal assessment of current practice. Think about possible artifacts that may serve as evidence of your performance in each Domain. This list is not exhaustive and is offered to examples of evidence a teacher may wish to include in evaluating his/her performance.

Lesson, unit plans
Task analyses
Parent surveys
Newsletters
Self-assessments
Class schedules
Discipline plans
Seating charts
Feedback on papers

Behavior plans
Communication logs
Report cards
P. D. logs
Grade books
Reading logs
Rubrics
Journals

Student recognition strategies
Teacher Leadership
Evidence of high expectations for every student, every day
Effective, ongoing communication with students, parents, administrators, community members

Student interest inventories
 Miscellaneous artifacts
 Attendance records
 Contributions to school, district
 Self-reflection
 Resources for teaching and learning
 Daily interactions with colleagues, students,
 parents, support staff, community
 Previous professional growth plans
 Examples of student feedback
 Collaboration with colleagues, special area teachers

Student surveys
 Student contracts
 Student profiles
 Quizzes and tests
 Videos of student performance
 Teacher website
 Student needs documentation
 Use of data
 Substitute folders
 Evidence of modifications/accommodations
 Student projects

Teacher Self-Assessment – 2011 - 2012

Use the rubric to analyze your performance in each of the Four Domains. Write a **brief summary** of your self-assessment of performance in **each Domain**, and determine which areas on which to focus in order to strengthen your skills and professional practices.

Self-Assessment of Practice

U = Unsatisfactory D= Developing P = Proficient E = Excelling				
Domain 1: Planning and Preparation	U	D	P	E
1a: Demonstrating Knowledge of Content and Pedagogy				
1b: Demonstrating Knowledge of Students				
1c: Setting Instructional Outcomes				
1d: Demonstrating Knowledge of Resources				
1e: Designing Coherent Instruction				
1f: Designing Student Assessments				
Overall Rating for Domain 1: Planning and Preparation	U	D	P	E
Summary of Rating for Domain 1:				
Domain 2: Classroom Environment	U	D	P	E
2a: Creating an Environment of Respect and Rapport				
2b: Establishing a Culture for Learning				
2c: Managing Classroom Procedures				
2d: Managing Student Behavior				

2e: Organizing Physical Space				
Overall Rating for Domain 2: Classroom Environment	U	D	P	E
Summary of Rating for Domain 2:				
Domain 3: Instruction	U	D	P	E
3a: Communicating with Students				
3b: Using Questioning and Discussion Techniques				
3c: Engaging Students in Learning				
3d: Using Assessment in Instruction				
3e: Demonstrating Flexibility and Responsiveness				
3f. Providing opportunities for students to engage in thought processes conducive to interacting with new knowledge and deepening understanding				
3g. Providing meaningful, authentic learning experiences for all students				
3h. Meeting Diverse Needs/Differentiation				
Overall Rating for Domain 3: Instruction	U	D	P	E
Summary of Rating for Domain 3:				
Domain 4: Professional Responsibilities	U	D	P	E
4a: Reflecting on Teaching				
4b: Communicating with Families				
4c: Maintaining Accurate Records				
4d: Participating in a Professional Community				
4e: Growing and Developing Professionally				
4f: Showing Professionalism				

Overall Rating for Domain 4: Professional Responsibilities	U	D	P	E
Summary of Rating for Domain 4				

Teacher Goals - 2011 - 2012

Based on ***student achievement data***, your ***self-assessment of professional practices, administrator input, and school or district initiatives***, all teachers will develop a ***Professional Development Plan***.

Choose ***one goal for Student Achievement, one goal for Instruction, and one goal that supports student acquisition of P.U.S.D. Graduation Outcomes***.

The Professional Development Plan will include:

- ***Student Learning Goal statement*** aligned to Non-Negotiable Goals for Achievement, district curriculum, and state standards; goal must align with school, department, and grade level goals.
- ***Instruction Goal statement*** aligned to Non-Negotiable Goals for Instruction, district curriculum, and state standards; goal may align with school, department, and/or grade level goals.
- ***Goal that supports student acquisition of P.U.S.D. Graduation Outcomes***
- ***Data Driven Decision Making Rationale*** for goal selection will be determined through student data analysis, teacher observation, teacher self-assessment data, and/or administrator input.
- ***Measurement of Student Achievement Indicators*** should reflect measurement of academic progress toward Student Learning Goal; in collaboration with a principal or designee, teacher will select at least two student achievement indicators that will support the accomplishment of the Student Learning Goal.
- ***Teacher Action Plan*** will detail the strategies, resources, benchmarks, plans, and materials the teacher will employ to reach the Student Achievement Goal.
- ***Capacity Development Plan*** for professional development will be designed to ensure the teacher attains and/or develops instructional skills and knowledge aligned with the Student Learning Goal and the teacher's Self-Assessment of Professional Practices
- ***Self-analysis/reflection*** will be completed by the teacher before the end of the school year and includes data and implications regarding the achievement or failure to achieve the Student Learning Goal.

School Goal (301 performance Plan):

Goal for Student Achievement:

Goal for Instruction:

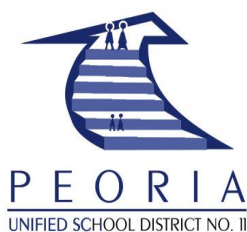
Goal for Acquisition of P.U.S.D. Exit Outcomes:

Describe the connection between these goals and your instruction.

What will success on these goals look like? **How will you know** when you have achieved them? **Give examples** of evidence of success. (must include a minimum of TWO indicators)

Describe your action plan to reach your goals. Include a general **timeline** and **specific teacher and student activities**, and **resources** you'll need to achieve your goals.

Reflection on the Individual Professional Development Plan—See attached.



Teacher's Signature

Administrator's Signature

Date

Reflection on the Individual Professional Development Plan

Teacher Name _____

Goal _____

Due Date: May 18, 2012

Write a separate reflection for **each** goal you have pursued this year. Please address each of the following questions.

1. To what extent did you achieve your goals?
2. Did you find it necessary to modify your goal or your Professional Development Plan as the year progressed? Why or why not?
3. Which of the activities on your Professional Development Plan did you find most useful? Did you participate in some activities that you had not initially planned? If so, what were they?
4. In what ways were your colleagues helpful to you in working toward your goals?
5. Will you continue to work on the same goals for instruction next year? Why or why not? If not, what is your new goal, and what data did you use to choose this goal?

Teacher's Signature

Administrator's Signature

Date





Classroom Teacher Observation/Data Collection Form

Teacher Name:	Grade/Subject/Dept.	
School:	Observer Name:	
Observation Date:	Time In:	Time Out:
Walk Through/Scheduled		

Components of Professional Practice

Observed	Not Observed	Discussion Points	Observed: The skill was observed or evidence was seen by the observer. Not Observed: The skill was not observed and little to no evidence was seen by the observer Discussion Points: These are indicators that the observer may want to discuss further or seek clarification on in a post observation conference.
			Domain 1: Planning and Preparation
			1a. Demonstrating knowledge of content and pedagogy
			1b. Demonstrating knowledge of students
			1c. Setting instructional outcomes
			1d. Demonstrating knowledge of resources
			1e. Designing coherent instruction
			1f. Designing student assessment
			Domain 2: Classroom Environment
			2a. Creating an environment of respect and rapport
			2b. Establishing a culture for learning
			2c. Managing classroom procedures
			2d. Managing student behavior
			2e. Organizing physical space

Observed	Not Observed	Discussion Points	<p>Observed: The skill was observed or evidence was seen by the observer.</p> <p>Not Observed: The skill was not observed and little to no evidence was seen by the observer</p> <p>Discussion Points: These are indicators that the observer may want to discuss further or seek clarification on in a post observation conference.</p>
			Domain 3: Instruction
			3a. Communicating with students
			3b. Using questions and discussion techniques
			3c. Engaging students in learning
			3d. Using assessment in instruction
			3e. Demonstrating flexibility and responsiveness
			3f. Providing opportunities for students to engage in thought processes conducive to interacting with new knowledge and deepening understanding
			3g. Providing meaningful, authentic learning experiences for all students
			3h. Meeting Diverse Needs/Differentiation
			Domain 4: Professional Responsibilities
			4a. Reflecting on teaching
			4b. Maintaining accurate records
			4c. Communicating with families
			4d. Participating in a professional community
			4e. Growth and developing professionally
			4f. Demonstrating professionalism
Notes/Comments/Reflections			

Observer Signature _____
Teacher Signature _____

Date _____
Date _____

Peoria Unified School District #11

Classroom Teacher Evaluation Instrument

Non-Continuing Teacher	<input type="checkbox"/>
Continuing Teacher	<input type="checkbox"/>
Formative	<input type="checkbox"/>
Summative	<input type="checkbox"/>

Teacher _____ Evaluator _____

School _____ Grade/Subject/Dept. _____ Date _____

Observation Dates: _____, _____, _____, _____, _____, _____, _____, _____, _____

P.U.S.D. Strategic Goals

Student Learning - Student Learning is the overriding focus of everything we do. It involves high standards, supported by a meaningful curriculum. The standards and curriculum are well integrated into our daily work – at the classroom, school, District and community levels. Student Learning also involves continuous efforts to ensure learning for all students. This involves innovative practice that serves all students and strives toward the highest standard of excellence in education. The Student Learning area helps actualize the PUSD Values – Integrity is at the core of all our actions, and equity embraces the needs of each individual within our community.

Data-Driven Decision Making - Data-Driven Decision Making identifies the extent to which our school system is effectively using information and data. This area prompts us to examine how we use multiple sources of data to improve instructional practice and to continuously examine relationships between our work efforts, the outcomes they are achieving, and the improvement strategies we are using. The continuous use of data is seen as central to accomplishing our mission to improve performance for each student in the district. Data-Driven Decision Making helps actualize the PUSD Value - Achievement is the personal growth of every student, every day.

Capacity Development - The Capacity Development area addresses both organizational and human resource development. It requires continuous innovation to improve organizational structures and procedures throughout the system to improve learning for each student. Further, this area encompasses the development of all staff in the full range of human resource development, including recruitment, selection, continuing skill development and performance evaluation. Capacity Development helps actualize the PUSD Values – People are the District's most valuable resource, and respect of personal differences creates a culture of dignity and compassion.

Community Connectedness - Community Connectedness emphasizes strong and ongoing partnership connections with our internal and external communities. We see the community as a valuable resource for real world learning. Equally important, this area values the community's understanding and use of assessment results as imperative to ongoing improvement in student learning. Community Connectedness helps actualize the PUSD Value - Outreach creates a partnership with the community.

Components of Professional Practice

1. Planning and Preparation: The teacher designs and plans instruction that develops students' abilities to meet current Arizona Academic Standards and the district's assessment plan.

- Demonstrating knowledge of content and pedagogy
- Demonstrating knowledge of students
- Setting instructional outcomes
- Demonstrating knowledge of resources
- Designing coherent instruction
- Designing student assessment

2. Classroom Environment: The teacher creates and maintains a learning climate that supports the development of students' abilities to meet current Arizona Academic Standards.

- Creating an environment of respect and rapport
- Establishing a culture for learning
- Managing classroom procedures
- Managing student behavior
- Organizing physical space

4. Professional Responsibilities: The teacher strives to implement the Peoria Unified School District Vision and philosophy of education.

- Reflecting on professional practices
- Maintaining accurate records
- Communicating with families
- Participating in a professional community
- Growing and developing professionally
- Demonstrating professionalism

3. Instruction: The teacher implements and manages instruction that develops students' abilities to meet current Arizona Academic Standards

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in rigorous learning
- Using assessment in instruction
- Demonstrating flexibility and responsiveness to diverse student needs

Domain 1: Planning and Preparation

Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the core/managed curriculum and their students, including students' prior experience with this content and their possible misconceptions. Instructional outcomes are clearly related to the major concepts of the content area and are consistent with the curriculum design. These outcomes are clear to students and classroom visitors (including parents). Learning activities require all students to think, problem-solve, inquire, defend conjectures and opinions and be accountable to the learning community. Effective teachers work to engage all students in lessons and use formative assessment to scaffold and provide differentiated instruction. Measures of student learning align with the curriculum and core concepts in the discipline, and students can demonstrate their understanding in more than one way.

Component 1a. Demonstrating knowledge of content and pedagogy			
Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Excelling <input type="checkbox"/>
<p>Teacher's plans and practice display little knowledge of the content or the Arizona State Academic Standards, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline; OR, there is little or no evidence of lesson planning. The teacher does not keep up-to-date in areas of specialization.</p>	<p>Teacher's plans and practice reflect some awareness of the important concepts in the discipline and in the Arizona State Academic Standards, prerequisite relations between them and of the instructional practices specific to that discipline; instructional plans may be missing one or more critical elements of lesson design (aligned objective, activities, and assessments) that impedes students from achieving the lesson objective. The teacher keeps somewhat up-to-date in areas of specialization.</p>	<p>Teacher's plans and practice reflect sufficient knowledge of the content, the Arizona State Academic Standards, district exit outcomes, and prerequisite relations between important concepts and of the instructional practices specific to that discipline; instructional plans have no serious omissions, including aligned objectives, activities, and assessments that enable most students to meet the specific learning objectives. For the most part, the teacher keeps up-to-date in areas of specialization.</p>	<p>Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline, the Arizona State Academic Standards, and district exit outcomes. Teacher actively builds on knowledge of prerequisites and corrects misconceptions when describing instruction or seeking causes for student misunderstanding; instructional plans include critical elements of lesson design, including clear objectives aligned to Arizona academic standards; aligned learning activities and assessments clearly enable all or almost all students to meet the specific learning objectives. The teacher keeps up-to-date in areas of specialization.</p>
<i>Evidence</i>			

Component 1b. Demonstrating knowledge of students			
Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Excelling <input type="checkbox"/>
<p>Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding. The teacher demonstrates no understanding of disabilities or other special needs of students or their educational implications in learning.</p>	<p>Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole. The teacher demonstrates little knowledge of disabilities and other special needs of students, as well as their educational implications in learning.</p>	<p>Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students. The teacher demonstrates sufficient knowledge of disabilities and other special needs of most students, as well as their educational implications in learning.</p>	<p>Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students. The teacher demonstrates a depth of knowledge of disabilities and other special needs of all students, as well as their educational implications in learning.</p>
<i>Evidence</i>			

1c. Setting instructional outcomes

Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Excelling <input type="checkbox"/>
Instructional outcomes are absent or unclear and are not aligned to Arizona's academic standards or district exit outcomes and are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. Objectives or activities do not permit viable methods of assessment.	Instructional outcomes are somewhat clear and are loosely aligned to Arizona's academic standards and/or district exit outcomes, and are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. Learning objectives are not at the correct grade level or level of difficulty. Objectives may reflect more than one type of content, but teacher makes no attempt at coordination or content integration.	Instructional outcomes are clear and aligned to Arizona's academic standards and/or district exit outcomes, and are stated as goals reflecting high-level learning and curriculum standards. Learning objectives are at the appropriate grade level and difficulty. Objectives are suitable for most students in the class, represent different types of content, factual and conceptual understanding, and are capable of assessment. The outcomes reflect opportunities for coordination with colleagues or content integration.	Instructional outcomes are precise and explicit and are aligned to Arizona's academic standards and district exit outcomes, and are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. Learning objectives are at the appropriate grade level and level of difficulty. Objectives are suitable for all students in the class, represent different types of content, factual and conceptual understanding, and multiple dispositions such as reasoning skills, social or communication skills, and listening to others' perspectives. Outcomes reflect evidence of coordination with colleagues and content integration, and take into account the needs of individual students.

Evidence

Component 1d. Demonstrating knowledge of resources

Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Excelling <input type="checkbox"/>
Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge. The teacher or students do not use available resources, use them inappropriately, or use the resources in ways that do not enhance instruction or facilitate learning; examples include video games or movies that are not aligned to learning objectives, surfing the Internet without a clear focus, entertaining or rewarding students, or for non-educational and/or personal purposes.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge. The teacher uses available resources, but in ways that may not fully enhance instruction or facilitate learning, for example, word processing, or games that assess knowledge retrieval, videos, and using a Smart Board as a screen.	Teacher is fully aware of the tangible and intangible resources available through the school or district to enhance own knowledge, to use in teaching, and for students who need them; teacher uses available resources in ways that enhance instruction, to gain and maintain student attention, access prior knowledge, engage students in learning, deepen cognition, provide feedback, and increase motivation and retention.	Teacher seeks out tangible and intangible resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them; teacher facilitates grade level appropriate student use of available resources to deepen understanding, develop expertise, and use knowledge in real-world authentic applications, simulate real-world experience, solve authentic problems, promote student inquiry, or create original products.

Evidence

Component 1e. Designing coherent instruction

Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Excelling <input type="checkbox"/>
The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students. There are frequent gaps in the implementation of district approved curriculum scope and sequence.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources. There are some gaps in the implementation of district approved curriculum scope and sequence.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional and district outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning. There are no serious gaps in the implementation of district approved curriculum scope and sequence.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional and district outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs. District approved curriculum scope and sequence are implemented with complete fidelity.

Evidence

Component 1f. Designing student assessment

Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Excelling <input type="checkbox"/>
Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction. Assessments may not be present or are not clearly aligned to measure student progress in meeting objectives aligned to learning outcomes.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole. The teacher may design assessments that are not aligned to objectives, and formative assessments only provide information as to whether some students have met the learning outcomes.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, and is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students. Teacher designs a variety of formal and informal assessments as frequent checks for understanding to guide instruction and provide feedback to students; the teacher is able to determine whether students have met the learning outcomes.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students. Teacher designs a variety of formal and informal assessments, formative and summative, to frequently check for understanding and provide specific, timely feedback to students; students have opportunities to engage in self-assessment, goal setting, and progress tracking.

Evidence

*Domain 1: Planning and Preparation
Comments/Recommendations*

Domain 2: The Classroom Environment

Effective teachers organize their classrooms so that all students can learn. They maximize instructional time and foster respectful interactions among and between teachers and students with sensitivity to students' cultures, race and levels of development. Students themselves make a substantive contribution to the effective functioning of the class through self-management of their own learning and maintaining a consistent focus on rigorous learning for all students by supporting the learning of others. Processes and tools for students' independent learning are visible/available to students (charts, rubrics, etc.). Artifacts that demonstrate student growth over time are displayed/available.

Component 2a. Creating an environment of respect and rapport			
Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Excelling <input type="checkbox"/>
Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict. Teacher may use sharp voice, be impatient, use sarcasm, or embarrass students. Students show disrespect to each other or to the teacher, and insensitivity to issues of gender, race/ethnicity, special education, English learners, and socio-economic status may be present.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. Minor exceptions are either not handled by the teacher or have a negative impact on the learning. Insensitivity to issues of gender, race/ethnicity, special education, English learners, and socio-economic status may be present.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students. The teacher handles lack of respect among students effectively, efficiently, and positively with no negative impact on the learning. Sensitivity to issues of gender, race/ethnicity, special education, English learners, and socio-economic status is evident; the teacher and students work well together.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class. Sensitivity to issues of gender, race/ethnicity, special education, English learners, and socio-economic status is evident; strong rapport is clearly evident among the teacher and students.
Evidence			
Component 2b. Establishing a culture for learning			
Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Excelling <input type="checkbox"/>
The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject or learning, low expectations for student achievement, and little or no evidence of student pride in work.	Classroom culture for learning is sometimes evident, with little teacher commitment to the subject or learning, modest expectations for student achievement, and little evidence of student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject and the learning by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and the learning, and all students hold themselves to high standards of performance, for example, showing pride by initiating improvements to their work.
Evidence			

Component 2c. Managing classroom procedures

Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Excelling <input type="checkbox"/>
Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties; instructional time is frequently not focused because of slow pacing, unclear directions, off-task discussions, busy work, and lack of adequate lesson planning.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties; instructional time is sometimes interrupted by slow pacing, unclear directions, and off-task discussions.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly; instructional time is primarily devoted to academic learning with student cognitive engagement, active learning, or student/teacher interactions.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties; instructional time is maximized and clearly focused on academic learning with student cognitive engagement, active learning or student/teacher interactions.

Evidence

Component 2d. Managing student behavior

Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Excelling <input type="checkbox"/>
There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity. Classroom management is seriously deficient in terms of efficiency, effectiveness, and/or positive feeling tone. Student disruption that interferes with the learning of other students is evident.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. Classroom management is mostly efficient, effective, and positive, with the use of a few different procedures and techniques, but not always with the desired results. Student behavior is not entirely conducive to learning.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity. Classroom management is handled effectively, efficiently, and positively, with no serious exceptions. Teacher uses a range of procedures and techniques that are usually effective. Student behavior is conducive to learning most of the time.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior. Classroom management is handled effectively, efficiently and positively, with a wide range of clear, effective procedures and techniques; student behavior is conducive to learning.

Evidence

Component 2e. Organizing physical space

Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Excelling <input type="checkbox"/>
The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities. The classroom physical environment may not easily allow opportunities for student interaction. Few visuals are designed to cue student learning. Some posted materials may not be readable, may be over-stimulating, unrelated to content, and and/or detract from learning.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success. The room has limited visuals that are easily readable and usable to cue student learning in the content area. Visuals may be over-stimulating, unrelated to content, and/or detract from learning.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to learning activities. Teacher makes effective use of physical resources. Visuals are easily readable and designed to cue student learning in the content area. Some materials have been created with student involvement or display student work that promotes connections between prior and new learning.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Visuals are easily readable and are designed to cue student learning in the content area. Materials have been created with student involvement to promote connections between prior and new learning. Visuals are used as a scaffold to extend learning experiences and engage students.
<i>Evidence</i>			
<i>Domain 2: Classroom Environment</i> <i>Comments/Recommendations</i>			

Domain 3: Instruction

All students are highly engaged in learning and make significant contributions to the success of the class through participation in equitable discussions, active involvement in their learning and the learning of others. Students and teachers work in ways that demonstrate their belief that rigorous instruction and hard work will result in greater academic achievement. Teacher feedback is specific to learning goals and rubrics and offers concrete ideas for improvement. As a result, students understand their progress in learning the content and can explain the goals and what they need to do in order to improve. Academic progress is articulated and celebrated in the learning community and with families. Effective teachers recognize their responsibility for student learning in all circumstances and demonstrate significant student growth over time towards individual achievement goals, including academic, behavioral, and/or social objectives.

Component 3a. Communicating with students

Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Excelling <input type="checkbox"/>
Expectations for learning goals, directions and procedures, and explanations of content are absent, unclear, or confusing to students, and not aligned to Arizona's academic standards or district exit outcomes. OR, there is no learning goal. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development; students cannot articulate lesson objectives or why they are important to learn. Teacher modeling is not used when necessary and appropriate.	Expectations for learning goals, directions and procedures, and explanations of content are implicit, may be unclear and not connected to previous learning; learning goals are loosely aligned to Arizona's academic standards and district exit outcomes. Teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development; some students are able to articulate lesson objectives or why they are important to learn. Teacher modeling is present, but ineffective.	Expectations for learning goals, directions and procedures, and explanations of content and relevance may not be explicit but are clear to students and connected to students' prior experiences. Learning goals are aligned to Arizona's academic standards and district exit outcomes. Communications are appropriate to students' cultures and levels of development; most students can articulate lesson objectives and why they are important to learn. Teacher model includes the skills and labels the criteria for the correct performance expected of students.	Expectations for learning goals, directions and procedures, and explanations of content and relevance are explicit and clear to students and are connected to prior experiences; learning goals are fully aligned to Arizona's academic standards and district exit outcomes. Teacher's oral and written communication is clear, precise, and appropriate to students' cultures and levels of development, and anticipates possible student misconceptions; almost all students can say or show lesson objectives accurately and demonstrate a personal connection to their importance. When a lesson is teacher led, teacher models the skill and labels specific criteria for the correct performance expected of students.

Evidence

Component 3b. Using questioning and discussion techniques

Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Excelling <input type="checkbox"/>
Teacher's questions are low-level or inappropriate or not aligned to lesson objectives, eliciting limited student participation, and recitation rather than discussion. There is a high level of student disengagement. Students do not interact with the content, other students, or with the teacher.	Some of the teacher's questions elicit thoughtful responses, but most are low-level, posed in rapid succession, with little wait time. Questions and/or teacher responses may not be aligned to lesson objectives. Teacher's attempts to engage all students in discussion are only partially successful. Students do seatwork, worksheets, book work, tests, reading, independently, and demonstrate limited interaction among themselves or with the teacher.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer; most questions and teacher responses are aligned to the lesson objective. Most students participate in the discussion, with the teacher stepping aside when appropriate. Student interaction with other students is evident.	Questions reflect high expectations and are culturally and developmentally appropriate; all questions and teacher responses are aligned to lesson objectives. Students independently formulate high-level questions. All voices are heard. Students continuously interact with the content, other students, and the teacher.

Evidence

Component 3c. Engaging students in rigorous learning

Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Excelling <input type="checkbox"/>
Students are not intellectually engaged in learning; activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement or rigor. Teacher fails to provide opportunities that challenge students beyond the knowledge retrieval level; there is no evidence of the construction of new meaning, deepening understanding, improvement in skills, or application of previously learned knowledge. There is no evidence of transfer of learning beyond knowledge acquisition in the individual content area or classroom and no application to authentic, real-world tasks. The teacher is not participating in the learning tasks of the students. Students are not given opportunities for guided and/or independent practice OR the practice provided is not aligned.	Students are sometimes intellectually engaged in learning; activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement and little rigor. Teacher provides opportunities that require students to comprehend new information, but students are not required to demonstrate their understanding in words or non-linguistically; there is no evidence of the construction of new meaning, deepening understanding, improvement in skills, application of previously learned knowledge, or transfer of learning to authentic, real-world tasks. Students do seatwork, worksheets, book work, tests, individual reading, etc., independently. The teacher sometimes participates in the learning tasks of students. Students are provided opportunities for guided and independent practice, but the practice may not be aligned.	Students are intellectually engaged throughout the lesson in significant learning; activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. Most students are engaged in work of a high level of rigor. Teacher provides opportunities that require students to develop automaticity in skills that are necessary for subsequent, higher level learning, OR comprehend basic meaning of new information and demonstrate understanding verbally or non-linguistically, OR examine new knowledge in fine detail and as a result, form new conclusions, often through the completion of authentic, complex, real-world tasks; activities are primarily at the analysis and comprehension levels. Teacher often acts as facilitator and leads students in experiential, inductive, hands-on learning. Students are provided appropriate, aligned opportunities for guided and independent practice.	Students are highly intellectually engaged throughout the lesson in significant learning, and make meaningful contributions to the activities, student groupings, and materials. All students are engaged in work of a high level of rigor. Teacher provides opportunities that require complex analyses and new thinking to deepen understanding of previous knowledge, OR teacher requires students to complete authentic, complex real-world tasks in which they construct meaning through problem solving, decision-making, formulating and testing hypotheses, conducting inquiries, and/or developing and designing original products; there is evidence of deepening understanding and higher levels of expertise and transfer or learning; activities are mostly at the analysis and knowledge utilization levels. Teacher acts as facilitator and leads students in experiential, inductive, hands-on learning. Students are provided rigorous, appropriate, aligned opportunities for guided and independent practice.

<i>Evidence</i>			
Component 3d. Using assessment in instruction			
Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Excelling <input type="checkbox"/>
Assessment is not used and/or is not aligned to instruction or student learning, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is sometimes used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work. Summative tests measure student learning; formative assessments provide only some information about where students are in the learning of the instructional objectives.	Teacher uses a variety of formative and summative assessments to gauge student achievement of learning objectives and guide instruction; teacher provides timely, quality feedback to students; teacher is able to determine where most students are throughout the learning in meeting the instructional outcomes.	Teacher uses a variety of formative and summative assessments to gauge student achievement and promote the learning of instructional outcomes; assessment is used in a sophisticated manner throughout the instruction; students are involved in establishing the assessment criteria. Self-assessment by students and monitoring of progress by both students and the teacher is required; teacher gives timely, quality feedback to all students from a variety of sources. Students track individual progress and set personal goals.
<i>Evidence</i>			
Component 3e. Demonstrating flexibility and responsiveness to diverse student needs			
Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Excelling <input type="checkbox"/>
Teacher fails to adjust the instruction plan, even when a change would improve the lesson or build upon students' questions or interests. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment. There is no evidence that the teacher uses methods or varies instructional strategies, resources, or materials to meet the needs of learners; there is no evidence of tiered intervention. The teacher seldom or never demonstrates the use of classroom strategies and teaching techniques specific to the content area that are backed by research.	Teacher attempts to modify the lesson when needed and to respond to student questions with moderate success. Teacher promotes the successful learning of most students, but has only a limited repertoire of strategies to draw upon to meet the diverse needs of learners. Few adjustments to instructional plans, strategies, resources, and materials are made to meet the needs of learners; there is little or no evidence of tiered intervention. The teacher sometimes demonstrates the use of classroom strategies and teaching techniques specific to the content area that are backed by research.	Teacher frequently seizes opportunities to enhance learning, building on student questions, needs, and/or interests. Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans, strategies, resources, and materials. The teacher sometimes implements tiered interventions. Most of the time, the teacher demonstrates the use of classroom strategies and teaching techniques specific to the content area that are backed by research.	Teacher seizes opportunities to enhance learning, building on spontaneous events or student questions, needs, and/or interests. Teacher ensures the success of all students, using an extensive repertoire of differentiated instructional plans, strategies, resources and materials, and making adjustments as necessary to meet the diverse needs of all learners. The teacher implements tiered interventions as appropriate. The teacher demonstrates exclusively or almost exclusively the use of classroom strategies and teaching techniques specific to the content area that are backed by research.
<i>Evidence</i>			

Domain 4: Professional Responsibilities

Effective teachers have high ethical standards and a deep sense of professionalism. They utilize integrated systems for using student learning data, record keeping and communicating with families clearly, timely and with cultural sensitivity. They assume leadership roles in both school and district projects, and engage in a wide-range of professional development activities. Reflection on their own practice results in ideas for improvement that are shared across the learning community and improve the practice of all. These are teachers who are committed to fostering a community of effortful learning that reflects the highest standards for teaching and student learning in ways that are respectful and responsive to the needs and backgrounds of all learners.

Component 4a. Reflecting on professional practices

Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Excelling <input type="checkbox"/>
Teacher does not accurately assess the effectiveness of professional practices,, and has few or no ideas about how practices could be improved. The teacher is unable to evaluate overall performance and fails to implement a professional development plan.	Teacher provides a partially accurate and objective description on some professional practices, but does not cite specific evidence. Teacher makes only general suggestions as to how planning and pedagogical practices might be improved and impact student achievement. The teacher reviews and evaluates some aspects of performance and implements a general professional development plan.	Teacher provides an accurate and objective description on professional practices, citing specific evidence to support the assessment in each of the four Domains. Teacher makes some specific suggestions as to how planning and pedagogical practices might be improved to impact student achievement and enhance the professional community. The teacher reviews and evaluates his or her overall performance and implements a professional development plan aimed at improving student achievement and instructional practice.	Teacher's reflection on professional practices is thoughtful and accurate, citing specific evidence to support the assessment in each of the four Domains. Teacher is able to identify planning and pedagogical decisions that positively impact student achievement and foster a community of professionalism that reflects the highest standards of teaching and learning. Teacher suggests specific, alternative strategies for improvement and predicts the likely success of each of those strategies. The teacher reviews and evaluates his or her overall performance and implements a focused professional development plan aimed at raising student achievement and improving instructional practice.

Evidence

Component 4b. Maintaining accurate records

Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Excelling <input type="checkbox"/>
Teacher fails to use technology as a tool to access and manage information. Teacher fails to maintain records as required by law, district policy, and administrative regulations. Teacher's systems for maintaining both instructional and non-instructional records are either not up to date, non-existent, or in disarray, resulting in errors and confusion. Teacher does not keep student records private and confidential.	Teacher demonstrates limited ability to use technology as a tool to access and manage information. Teacher maintains accurate records as required by law, district policy, and administrative regulations. Teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful, and may not be up to date. Privacy and confidentiality of student records is sometimes disregarded.	Teacher demonstrates proficiency in the use of technology as a tool to access and manage information. Teacher maintains accurate, up to date, and complete records as required by law, district policy, and administrative regulations. The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective. Teacher maintains privacy of student records and performance; respects confidentiality.	Teacher demonstrates proficiency in the use of technology as a tool to access and manage information. Teacher maintains accurate, up to date, and complete records as required by law, district policy, and administrative regulations. There is clear and consistent evidence that the system of managing student data and monitoring student progress is highly effective and students contribute to goal setting, the monitoring of those goals, and the discussion of the significance of the goal setting process. Teacher maintains privacy of student records and performance; respects confidentiality.

Evidence

Component 4c. Communicating with Families

Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Excelling <input type="checkbox"/>
Teacher communication with families about the instructional program, or about individual students, is sporadic or may be culturally inappropriate. Teacher makes no attempt to engage families in the instructional program or solicit input. Teacher communicates with parents or guardians only when absolutely necessary.	Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. Communications are not always appropriate to the cultures of those families, and input from parents or guardians is rarely solicited. Teacher communicates with parents or guardians to relay educational or behavioral concerns through report cards, progress reports, and other district, school, or classroom correspondence.	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner, and input from parents or guardians is solicited to enhance the academic and social success of students. Teacher promotes and documents constructive communication efforts with parents or guardians, through phone calls, notes, emails, as well as through report cards, progress reports and other district, school, or classroom correspondence.	Teacher's communication with all families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program and encourages input from parents or guardians to enhance the academic and social success of students. Teacher promotes and documents positive, constructive two-way communication efforts with parents or guardians, through phone calls, notes home, email communication, as well as through report cards, progress reports and other district, school, or classroom correspondence.

Evidence

Component 4d. Participating in a professional community

Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Excelling <input type="checkbox"/>
Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving, with little or no reflection professional practices at any level.	Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial. There is little involvement by the teacher in the shared vision or in a culture of inquiry or reflection at the school or personal level.	Teacher participates actively in the professional community and in school and district events and projects; participation is aligned to district and school goals. Teacher maintains positive and productive relationships with colleagues that are characterized by mutual support, cooperation, cohesion, a shared vision, and active participation in a culture of inquiry and reflection on current practices at the school, department, grade, and personal level.	Teacher makes a substantial contribution to the professional community that is aligned to district and school goals, school and district events and projects; the teacher assumes a leadership role among the faculty and promotes cohesion and a shared vision among staff members. Professional relationships are evident and consistent and are characterized by mutual support, cooperation and initiative in promoting a culture of inquiry and reflection on current practices at the state, district, school, department, grade, and personal level.

Evidence:

Component 4e. Growing and developing professionally

Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Excelling <input type="checkbox"/>
Teacher does not participate, or does not consistently participate, in professional development activities, and makes no effort to share knowledge with colleagues or assume professional responsibilities. Teacher is resistant to feedback from supervisors or colleagues on teaching performance. Teacher does not participate and/or contribute to the professional learning community. Teacher fails to recognize the school as an organization within a larger community.	Teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues on teaching performance; contributions to and participation in the professional learning community are limited. Teacher sometimes recognizes the school as an organization within a larger community.	Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Teacher welcomes and incorporates feedback from supervisors and colleagues. Teacher participates actively in assisting other educators and contributing to the professional learning community at the school and/or district levels. Teacher recognizes the school as an organization within a larger community and emphasizes strong and ongoing partnership connections with internal and external communities.	Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession. In addition, teacher seeks out, welcomes, and incorporates feedback from supervisors and colleagues. Teacher initiates important activities which contribute to the professional learning community at the school and district levels. Teacher recognizes the school as an organization within a larger community and promotes and facilitates strong and ongoing partnership connections with internal and external communities.

Evidence:

Component 4f. Demonstrating professionalism

Unsatisfactory <input type="checkbox"/>	Developing <input type="checkbox"/>	Proficient <input type="checkbox"/>	Excelling <input type="checkbox"/>
Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines. Professional interactions and practice are characterized by a lack of honesty, integrity, and awareness of student needs.	Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher's attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to "get by." Professional interactions and practice are characterized by honest, but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with district initiatives.	Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully and voluntarily with school and district regulations. Professional interactions and practices are characterized by honesty, integrity, confidentiality and/or assurance that students' needs are consistently met, participation in team or departmental decision-making, and contributions to a culture of continuous improvement in district initiatives.	Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in seeing that colleagues comply with school and district regulations. Professional interactions and practice display the highest standards of honesty, integrity, confidentiality; teacher challenges negative attitudes/practices, and encourages a culture of continuous improvement.
Evidence:			
<i>Domain 4: Professional Responsibilities</i> <i>Comments/Recommendations</i>			

PROFESSIONAL EXPECTATIONS: The following professional responsibilities are minimal expectations for all teachers. Failure to consistently meet these expectations shall result in administrative action

PERFORMANCE DESCRIPTORS	YES	NO	COMMENTS
1. The teacher attends, participates, and arrives on time for required meetings.			
2. The teacher works and communicates effectively and professionally with parents, community members, staff, and administration.			
3. The teacher upholds and enforces school rules, administrative regulations, and board policies and procedures.			
4. The teacher creates and maintains positive and appropriate relationships with students and staff members.			
5. The teacher complies with state and federal special education and SEI laws, rules, and regulations.			
6. The teacher consistently meets deadlines set forth by the school and district.			
7. The teacher consistently adheres to assigned work hours and maintains good attendance. If no, please attach documentation.			
8. The teacher complies with laws and professional responsibilities related to student, parent, and teacher rights.			
9. The teacher complies with federal, state, and PUSD policies and procedures for test administration, data collection, and data stewardship.			
10. The teacher maintains professional mannerisms and appearance.			

Evaluation Summary

Evaluation Score Summary	Domains (70%)	Professional Expectations (20%)	Goal Setting & Reflection (10%)
Raw Score			
Weighted Score			
Total Score			

Evaluator's Reflections:

Area(s) of Strength:

Recommendations for Improvement:

Signature of Evaluator

Date

I have seen this and discussed this evaluation. (a) I accept this assessment in its entirety.

☐

(b) I wish to attach additional information.

☐

Teacher's Signature

Date